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ABSTRACT

The Child Development Project run by the Cleveland public schools gives eligible four-year-olds basic experiences, not generally available in the home, that help them develop learning skills needed for success in school. Language and other pre-reading skills are emphasized. Each project class includes about 20 children, who attend half-day, five days a week. Parents are encouraged to work with their children both at school and at home. In the school year 1982-83, 1300 pre-kindergarten children were served at Child Development Centers in 34 schools. All project objectives were attained. Inservice sessions were provided for teachers in groups and in their own classrooms. Social workers, a speech therapist, and project, school, and community personnel assisted pupils and families with special needs. In the 1982-83 school year, participants' gains in both language and math exceeded those of recent years. Finally, participants made significant gains in self-sufficiency, emotional maturity, social skills, and self-concept. (CMG)

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CHILD DEVELOPMENT

ECIA Chapter 1

1982-83
EVALUATION REPORT

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DEPARTMENT OF RESEARCH AND ANALYSIS

July, 1983

UD023253

CHILD DEVELOPMENT

1982-83 Chapter 1 Evaluation

PURPOSE AND OVERVIEW

The Child Development Project gives eligible four-year old children basic experiences not generally available in the home. These experiences help the children develop learning skills needed for success in school. Language and other pre-reading skills are emphasized. Each project class includes about 20 children, who attend for a half-day, five days a week. Parents are encouraged to work with their children at school and to provide reinforcement at home.

SERVICE SUMMARY

Pupils Served: 1,300 Grades Served: Pre-K Years in Operation: 18.5

Schools: 34 public
(See Appendix A.)

Staffing:
1 Project Coordinator, FT
3 Supportive Teachers, FT
3 Teachers, 29 FT, 2 PT (50%)
2 Social Workers, FT
1 Speech Therapist, PT (50%)
2 Clerks, FT
1 Laborer/Specialist, PT (50%)

Total Title I expenditures: *

Per Pupil Cost: *

SUMMARY OF FINDINGS

A total of 1,300 prekindergarten children were served at Child Development centers in 34 schools. All project objectives were attained during 1982-1983.

Three objectives focused on processes. Differentiated inservice sessions/workshops were held for total staff and sub-groups, while the coordinator and teacher consultants provided highly individualized, on-site inservice for classroom teachers throughout the year. The social workers and speech therapist worked with project, school and community personnel to assist pupils and families with special needs.

Pre-post measures indicated that both product objectives were attained. Gains on Test of Basic Experiences exceeded those of recent years--22.5 NCE-units in Language and 14.9 NCE's in Mathematics. Teachers' ratings of children on the Levine-Elzey Preschool Social Competency Scale reflected significant gains in all areas--self-sufficiency, emotional maturity, social skills and self-concept, as well as total score.

OBJECTIVES AND OUTCOMES

More than 1,300 prekindergarten children were served at Child Development centers in 34 schools (32 elementary, 2 senior high). Project activities for 1982-1983 were focused on the attainment of three process and two product objectives. The extent to which each objective was attained is reported below.

- Process Objective 1: Differentiated inservice meetings will be scheduled for instructional and supportive services personnel.

  - Outcome: Project documents/reports indicate that this objective was attained during 1982-1983.

    During the first semester, three inservice sessions involved all project teachers: Organization (September 8, 1982), Child Assessment Procedures (September 14, 1982), and Reading Readiness (January 28, 1983). Early in the second semester (February 11, 1983) all teachers reviewed with project "central staff" the outcomes of the interim evaluation, as well as project goals, curriculum and procedures. On March 21, 1983 teachers met for a demonstration relevant to using assessment information in planning and implementing curriculum goals in language.

    Staff development sessions for subgroups included: a special Orientation for four teachers new to the project (September 9); two meetings of the two project social workers with the Early Childhood Supportive Services (September 7 and October 12); a session on the computer as an instructional tool, in which four members of the project "central staff" participated; a systemwide series of inservice training sessions, attended by project clerks.

    The most highly differentiated staff development, however, was the individualized, on-site inservice for classroom teachers provided by the project coordinator and the three supportive (i.e., consultant) teachers. Each teacher was visited at her school from one to a dozen times per semester, according to need.

    The Early Childhood Reading Specialist contributed greatly to both group and individualized project inservice. Her preparation and distribution of CLIPS provided each teacher with several pages of Creative Language Ideas for Preschool.

- Process Objective 2: Utilization of effective teaching techniques will be encouraged through use of a Classroom Observation Checklist with each teacher at least once each school year.

  - Outcome: This objective was attained during the 1982-1983 school year.

Information provided by classroom and consultant teachers at mid-year indicated that this objective was about "80.6% attained" at that time. By the end of the school year, consultant teachers reported through the project manager that the Checklist had been used at least once with every teacher.

. Process Objective 3: Health maintenance and social competency of families of participants will be encouraged through cooperative efforts of project staff, school staff and community resources.

. Outcome: Project records and reports very adequately document attainment of this objective.

During 1982-83, 157 children were referred to supportive services personnel (i.e., social workers), who completed 211 classroom observations of pupils. An additional 110 observations of "at risk" children were logged by the project coordinator and teacher consultants, and another 17 observations by the speech therapist. Of 157 cases opened, 120 (76.4%) were "closed" by mid-May. By May 15, the speech therapist completed speech screening for 554 and hearing screening for 501 children; seven received extensive diagnostic testing; and ten were referred to A.G. Bell (School for Deaf).

Project coordinator's reports indicated that parents (or other family representatives) of all children participated in an intake interview, and about two-thirds of the pupils were represented at the special (initial) parent meetings held at each of the centers. At mid-year, teachers completing the survey indicated that parents (or adult, family representatives) of more than four-fifths of their pupils (median = 81.9%) had conferred with them at school and family representatives of about half (medians = 48.6%, 50.0%) had observed in their classrooms and/or attended special parent meetings. (Sample survey is included as Appendix B.)

In addition to participation in parent meetings at schools, project supportive staff had contacts with many children's parents. The speech therapist logged almost a hundred (94) parent conferences (through May 15), and many parent contacts were made by the social workers. They reported four-to-five parent conferences (at school or by phone) per week, in addition to 26 home visits.

The Child Development staff continued to work closely with each other and with other Early Childhood personnel. Most teachers (about 80%) reported having conferred about children with another project teacher and/or the kindergarten teacher. All teachers responding to the fourth, mid-year survey item (N = 28) indicated that they had talked with project "central staff" observer(s) "about specific children, materials, procedures, etc." Through the year, many conferences with classroom teachers about specific children were logged by the project coordinator and teacher consultants (121), social workers (521) and the speech therapist (38).

By mid-year most teachers (83.3%) reported having consulted the Child Development social worker and/or speech therapist about a pupil on at least one occasion.

The Child Development staff drew upon school (i.e., general fund) resources, also. Project central and supportive staff reported many conferences with school principals, many of which concerned individual children. At one time or another, most Child Development teachers (69.0% of those returning the interim survey) discussed with the principal the needs of pupil(s). Teachers had many day-by-day contacts with project and school supportive staff, and project supportive staff (speech therapist, social workers) logged well over two hundred child-related conferences with building (general fund) supportive personnel--psychologist, nurses and (other) speech therapists.

Community agencies/institutions constituted another major resource for Child Development staff's promoting "health maintenance and social competency of families of participants." These community resources were especially helpful in two ways.

- Project contacts with some sixty agencies were established and maintained by the social workers, who logged such contacts throughout the school year. A few (7) involved formal referrals of children/families for needed specialized services.

- Several agencies/institutions played major roles in the Early Childhood Education parent (education) program.

  Project staff encouraged parents to participate (with other early Childhood parents) in the annual (November 10, 1982) meeting for planning the parent program for the year. Thirty-one project parent representatives were among those identifying priorities for the year.

  Programs such as May workshops on reading readiness (at conveniently located branch libraries) were provided for all Early Childhood parents, under the leadership of the Coordinator for Special Services.

- The variety of agencies/institutions with which Child Development was involved during 1982-1983 in efforts to attain this objective is suggested by the following list.

  . Case Western Reserve University (School of Applied Social Sciences)
  . Center for Human Services
  . Cleveland Association for Children with Learning Disabilities
  . Cleveland Garden Center
  . Cleveland Health Education Museum
  . Cleveland Public Library (Main; branches)

- Community Information/Volunteer Action Center
- Council for Economic Opportunity
- Cuyahoga County Cooperative Extension Service
- Cuyahoga County Welfare Department (Social Services)
- Diocese of Cleveland Hunger Center
- East End Neighborhood House
- Family Health Association
- Greater Cleveland Interchurch Council (Hunger Center)
- Homebase Head Start
- J. Glenn Smith Health Center
- Kenneth Clement Family Health Center
- Mather Day Nursery
- Mental Development Center
- Metropolitan General Hospital (Pediatrics, Social Services)
- Mumford Visual Health Care Center
- Technical Assistance Project
- University Circle, Incorporated

Project staff worked with school and community personnel throughout the year in promoting more active parent involvement in their children's education. Parent competence in furthering their children's learning was promoted through encouraging them to observe/volunteer in the classroom and to participate in local and citywide Chapter 1 and Early Childhood parent activities. To provide parents with information and ideas, each child took home:

- two issues (January, March) of The Bridge, newsletter for Cleveland Public Schools parents of Early Childhood pupils;

- "Summer is a Learning Time" pamphlet of suggestions for providing learning experiences during the out-of-school months.

- Product Objective 1: Participants' mean post-scores on Test of Basic Experiences (TOBE) Language and Mathematics will be at least 7 NCE-units higher than their mean pre-scores.

  - Outcome: This objective was attained: average (mean) NCE gains in both Language and Mathematics were greater than the proposed seven.

    During the week of October 18, 1982, each teacher administered TOBE Language and Mathematics (Level K) to a sample of four children per class (identified according to the evaluator's instructions). Those children (of the original 236) still enrolled in May, 1983 were retested.

    In TOBE Language both pre- and post-scores were available for 189 pupils. The mean gain was 22.5 NCE's.

In TOBE Mathematics, both scores were available for 184 of the original sample. Their mean pre-post gain was 14.9 NCE units.

The mean pre- and post-test scores for the past five years are presented graphically in Figure 1, on the following page. Additional statistics are included as Appendix C. The 1982-1983 gains surpassed those recent years as well as the 7 NCE units proposed.

. Product Objective 2: On the Levine-Elzey Preschool Social Competency Scale (or other instrument appropriate for prekindergarten pupils), children will show significantly higher ($p < .05$) levels of self-sufficiency, emotional maturity, social skills and self-concept at the end of the school year, as compared to project entry.

. Outcome: This objective was attained, at a level of significance ($p < .001$) exceeding that proposed.

During the weeks of October 18 and 25, teachers completed the Levine-Elzey for the same children selected for the TOBE Sample. Those still enrolled were rated again in May.

Total scores were calculated, as well as factor scores on the four areas proposed. Scores were considered valid only if at least 75% of the items contributing to the score had been completed. Ratings showed relatively little pre-post change in self-concept but evidenced average gains of about one-half point (on a four-point scale) on the other three factors (self-sufficiency, emotional maturity, social skills) and total score. (See Appendix D.)

ADDITIONAL FINDINGS

Available data for the sample of Child Development pupils were analyzed statistically in a variety of ways. The purpose was exploration of interrelationships among pre-post measures and variables such as race, sex and attendance.

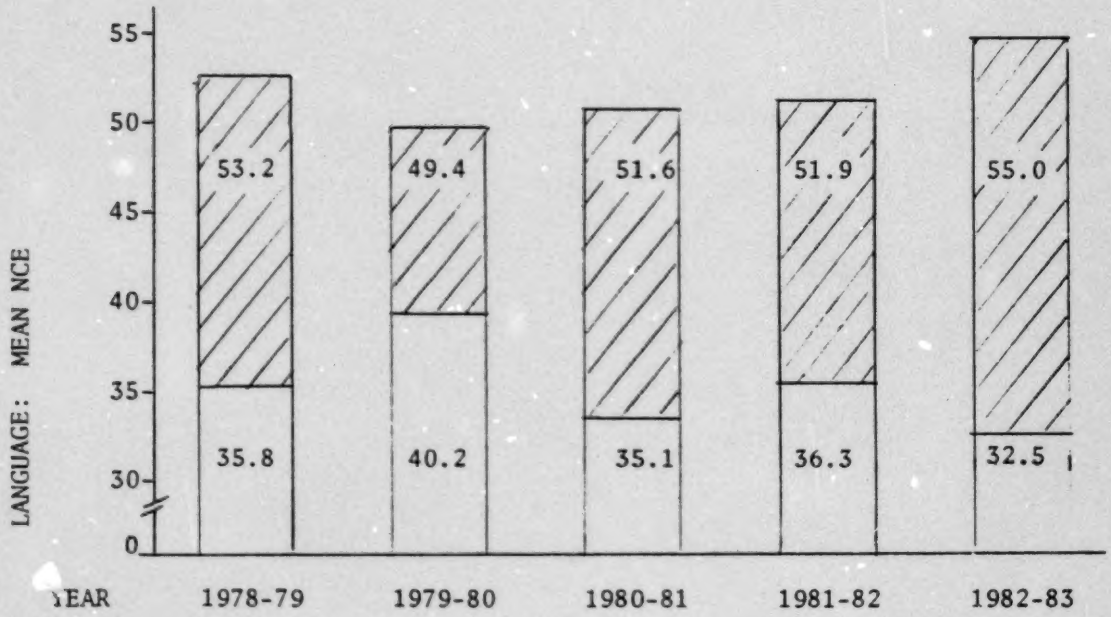
The sample of children (N=231) was selected randomly within each project class, according to the evaluator's instructions. It was approximately evenly divided on sex--131 male and 100 female, but not on race: the sample was predominantly black (196/231 = 84.8%). Although not similar to the (October, 1982) enrollment of the school system (68.5% black), this bias is consistent with project enrollments--85.3% and 85.5% black in 1981-1982 and 1982-1983, respectively.

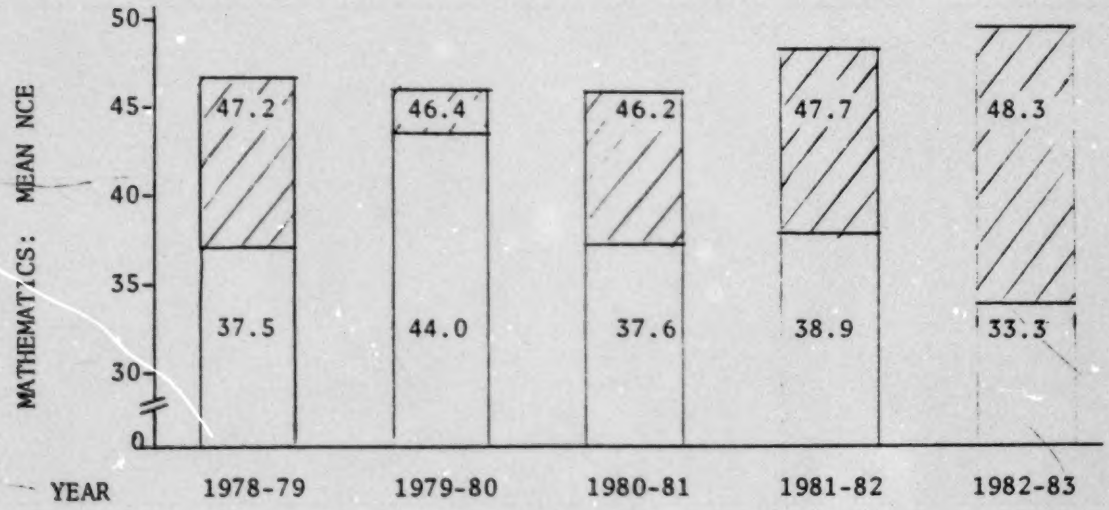
Basic correlation coefficients reported in Appendix E provide some findings of interest, as well as statistical significance.

Figure 1

CHILD DEVELOPMENT: 1978-1983

PRE-POST GAINS IN TOBE MEAN SCORES





KEY: PRE-POST GAIN

- The minimally significant ($p < .05$) negative correlation between the Levine-Elzey and sex (i.e., Maleness) appears to reflect the established finding that boys generally develop less rapidly than girls at this age.

- The fact that the TOBE test in both Language and Mathematics in both full and spring are correlated more highly with each other than with themselves may reflect some lack of discreteness of the two measures and/or the global nature of five-year-old development.

- The latter may be reflected, also, in the significant positive correlations between the Levine-Elzey and each of the cognitive measures.

Through multiple regression analyses, interrelationships of sex and race with pre-measures were explored. Only one coefficient (-.21) reached even minimal statistical significance ($p < .05$): the variables were total score on the fall Levine-Elzey rating and the "male/black" created (interaction) variable. The disproportionate occurrence of black children in the project sample and the known slower development of male children may account for this datum.

Additional multiple correlation analyses were implemented to explore the relationships of such variables as sex, race and attendance with post-measures "adjusted for Pre-." After "partialing out" pre-score and race, the correlations of attendance with TOBE Language and Mathematics spring scores were positive, but not statistically significant. In relation to both TOBE tests and the Levine-Elzey, the respective pre-measure appeared to account for only 12.2% (Language) to 20.3% (Mathematics) of the variability in the post-measure. Entering the sex, race, attendance and intake-test (TOBE General Concepts) variables accounted for only an additional 6-8% of the variation in the post-results.

CONCLUSIONS

The Child Development staff has continued to attain proposed objectives despite decreases in instructional and supportive staff. This loss of staff has been felt not only in the absence of aides in classrooms to provide instructional reinforcement but also, and especially, in the minimal staffing of supportive services. Social workers, for example, could not provide nearly all the assistance needed by some pupils and their families.

From the evaluator's point of view, two recommendations seem appropriate.

- More recently published and standardized instruments for assessing gains in cognitive areas should be adopted.

- Statistical analyses for exploring the interrelationships of noncognitive variables such as attendance and cognitive gains should be continued.

APPENDIX A

CHILD DEVELOPMENT LOCATIONS
1982-1983

Alfred A. Benesch

Anton Grdina

Bolton

Buckeye-Woodland

Captain Arthur Roth

Case (.5)

Charles H. Lake

Charles Orr (.5)

Chesterfield (.5)

Daniel E. Morgan

East High School

East Clark

East Madison (.5)

Giddings

Glenville High School

Hazeldell

Iowa-Maple

John W. Raper

Joseph F. Landis

Louis Pasteur

Margaret A. Ireland (.5)

Marion-Sterling

Mary B. Martin (.5)

Mary M. Bethune (.5)

Miles Standish

Mount Pleasant

Orchard

Paul L. Dunbar

Paul Revere

Scranton

Stephen E. Howe

Tremont (.5)

Wade Park (.5)

Woodland Hills

APPENDIX B

CHILD DEVELOPMENT TEACHERS: INTERIM EVALUATION SURVEY JANUARY, 1983

1. ENROLLMENT on FRIDAY, JANUARY 28, 1983
(Record numbers of pupils in chart at the right.)

CLASS	TO-DATE	AT-DATE	TOTAL
A.M.			
P.M.			
TOTAL			

2. For how many of these pupils has a parent or other (adult) family representative:
   - talked with you by telephone about the child? ..... ___
   - talked with you at school about the child? ..... ___
   - visited your classroom to observe child(ren) at work? ..... ___
   - served as a volunteer helper in your classroom? ..... ___
   - attended project/Early Childhood meeting(s) at school? ..... ___

3. How many times during the first semester was your classroom visited by:
   - your "assigned" teacher consultant? ..... ___
   - other teacher consultant or project manager? ..... ___
   - social worker? ..... ___

4. On how many of these occasions did the visitor:
   - use the Classroom Observation Checklist? ..... ___
   - discuss (and leave) with you the completed Observation Checklist? ..... ___
   - talk with you about specific children, materials, procedures, etc.? ..... ___

5. How many times during the first semester did you confer about a child with:
   - other Child Development teacher? .. ___
   - Child Development social worker? .. ___
   - Early Childhood reading specialist? ___
   - Child Development speech therapist? ___
   - school principal? ..... ___
   - school psychologist? ... ___
   - school nurse? ..... ___
   - kindergarten teacher? .. ___

6. How do you rate your records of individual children's progress in each area?
(Check in one "box" along the line to the right of each of the five areas.)

AREA	VIRTUALLY NON-EXISTENT ▷ ▷ ▷		FAIRLY COMPLETE FOR ABOUT HALF	▷ ▷ ▷	COMPLETE/UP-TO-DATE FOR ALL
Language Develop.-Verbal					
Language Develop.-Numerical					
Other Cognitive Areas					
Social-Emotional Develop.					
Psychomotor Development					

7. What's "going better" this year? (Be specific--and very brief!)

_____

_____

DATE _____ SCHOOL _____ TEACHER _____

APPENDIX C

CHILD DEVELOPMENT: 1978-1983

TESTS OF BASIC EXPERIENCES, LEVEL K
PRE-POST GAINS IN NCE UNITS[a]

TOBE TEST	SCHOOL YEAR	N	PRE-TEST (OCTOBER) MEAN	SD	%-ILE	POST-TEST (MAY) MEAN	SD	%-ILE	MEAN NCE GAIN
LANGUAGE	1982-83	228/191 (189)	32.1[b] (32.5)	17.1	20	55.0 (55.0)	22.3	60	22.9 (22.5)
	1981-82	125	36.3	16.5	26	51.9	22.8	54	15.6
	1980-81	167	35.1	14.9	24	51.6	21.8	53	16.5
	1979-80	205	40.2	14.4	32	49.4	19.8	49	9.2
	1978-79	109	35.8	15.7	25	53.2	22.0	56	17.4
MATHEMETICS	1982-83	221/189 (184)	33.1 (33.3)	16.5	21	48.1 (48.3)	19.3	47	14.9
	1981-82	125	38.9	16.0	30	47.7	18.2	46	8.9
	1980-81	167	37.6	15.5	28	46.2	19.2	43	8.6
	1979-80	204	44.0	15.5	39	46.4	16.8	43	2.5
	1978-79	109	37.5	13.7	28	47.2	17.0	44	9.7

[a]Publisher's national norms were utilized: prekindergarten for pre-test, kindergarten for post-tests.
[b]Statistics for 1982-83 include scores of some pupils no longer enrolled at time of post-test. Means recalculated for only students with both scores (in parenthese) are not significantly different.

APPENDIX D

CHILD DEVELOPMENT: 1982-1983

LEVINE-ELZEY PRESCHOOL SOCIAL COMPETENCY SCALE
PRE-POST RESULTS

LEVINE-ELZEY SCORING AND ANALYSIS 06/06/83 PAGE 23
CHILD DEVELOPMENT LEVINE-ELZEY PRE-POST
FILE NONAME (CREATION DATE = 06/06/83)

- T - T E S T -

VARIABLE	NUMBER OF CASES *	MEAN	STANDARD DEVIATION	STANDARD ERROR	*(DIFFERENCE) MEAN	STANDARD DEVIATION	STANDARD ERROR	2-TAIL CORR.	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
PSUFFIC	153	1.8947	0.414	0.033	-0.4682	0.459	0.037	0.325	0.000	-12.63	152	0.000
TSUFFIC		2.3635	0.374	0.030								
PEMAT	164	1.9768	0.562	0.044	-0.5049	0.530	0.041	0.42[illegible]	0.000	-12.19	163	0.000
TEMAT		2.4817	0.386	0.030								
PSOCSK	137	1.7107	0.421	0.036	-0.6005	0.421	0.036	0.405	0.000	-16.69	136	0.000
TSOCSK		2.3112	0.341	0.029								
PSELFC	177	1.7966	0.606	0.046	-0.2768	0.646	0.049	0.283	0.000	-5.70	176	0.000
TSELFC		2.0734	0.453	0.034								
PRETOT	150	1.8676	0.386	0.032	-0.4950	0.386	0.032	0.407	0.000	-15.69	149	0.000
POSTOT		2.3626	0.315	0.026								

*Of the 231 cases for whom teachers submitted ratings, valid scores (at least 75% of items marked) for both fall and spring were available only for N's listed above.

APPENDIX E

CHILD DEVELOPMENT: 1982-1983

SIMPLE INTERCORRELATIONS[a] AMONG VARIABLES
(N = 141)

VARIABLE	D1 - SEX	D2 - RACE	LGPRERS	LGPOSRS	MTPRERS	MTPOSRS	LEPRETOT	LEPOSTOT	ATTEND
GENCONRS: TOBE Genl. Concepts (intake)	-.07	.09	.37[b]	.19	.33	.11	.31	.01	-.13
D1 - SEX (Male/Female)		-.14	-.08	-.03	-.11	-.01	-.13	-.24	.07
D2 - RACE (Black/Other)			-.00	-.20	-.10	-.19	-.10	-.02	-.22
LGPRERS: TOBE Language Fall				.35	.66	.35	.36	.23	.06
LGPOSRS: TOBE Language Spring					.38	.69	.05	.34	.12
MTPRERS: TOBE Mathematics Fall						.45	.39	.20	.08
MTPOSRS: TOBE Mathematics Spring							.01	.23	.15
LEPRETOT: Levine-Elzey Fall Rating								.40	.12
LEPOSTOT: Levine-Elzey Spring Rating									.13
ATTEND: Days attended through May 13, 1983									

[a]Pearson product moment correlation coefficients

[b]Double underline indicates $p < .01$, single underline $p < .05$.